



The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2011-2012: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2011 (Grade 3-8), spring of 2012 (High School), spring of 2012 (Alternate Assessment-Science), and spring of 2011 (Alternate Assessment- Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2010-2011 NAEP results is displayed on the state report, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2012-2013 NCLB Report Card

School: Gorham High School

SAU: Gorham School Department

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2012-2013 NCLB Report Card



School: Gorham High School
SAU: Gorham School Department
Grade: High School



Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2010-2011	204	200	98	63	63	50	15	48	25	12	194	6	0
	2011-2012	209	206	99	56	56	47	12	44	28	16	203	3	0
Female	2010-2011	96	94	98	64	64	54	15	49	29	7			
	2011-2012	100	100	100	62	62	51	15	47	24	14			
Male	2010-2011	108	106	98	62	62	46	15	47	22	16			
	2011-2012	109	106	97	51	50	43	9	42	31	18			
Caucasian/White	2010-2011	198	194	98	63	63	51	15	48	25	12			
	2011-2012	198	195	98	57	57	48	12	45	27	16			
African American/Black	2010-2011	2	2	100			23							
	2011-2012	4	4	100			28							
Hispanic	2010-2011	0	0				45							
	2011-2012	1	1	100			30							
Asian or Pacific Islander	2010-2011	3	3	100			51							
	2011-2012	4	4	100			48							
American Indian or Native Alaskan	2010-2011	1	1	100			35							
	2011-2012	0	0				35							
Economically Disadvantaged	2010-2011	35	32	91	38	38	34	3	34	28	34			
	2011-2012	41	40	98	38	38	31	3	35	35	28			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	32	30	94	17	17	17	<1	17	33	50			
	2011-2012	30	28	93	11	10	16	<1	11	39	50			
Limited English Proficient	2010-2011	3	3	100			9							
	2011-2012	1	1	100			13							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

2012-2013 NCLB Report Card



School: Gorham High School
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Grade: High School



Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	204	200	98	63	63	49	11	52	24	14	194	6
	2011-2012	209	205	98	55	55	47	6	49	30	15	202	3
Female	2010-2011	96	94	98	64	64	47	7	56	23	13		
	2011-2012	100	100	100	55	55	46	2	53	32	13		
Male	2010-2011	108	106	98	61	61	51	13	48	25	14		
	2011-2012	109	105	96	55	55	47	10	46	28	17		
Caucasian/White	2010-2011	198	194	98	63	63	50	11	52	24	13		
	2011-2012	198	194	98	57	56	48	6	51	29	14		
African American/Black	2010-2011	2	2	100			21						
	2011-2012	4	4	100			21						
Hispanic	2010-2011	0	0				36						
	2011-2012	1	1	100			32						
Asian or Pacific Islander	2010-2011	3	3	100			62						
	2011-2012	4	4	100			55						
American Indian or Native Alaskan	2010-2011	1	1	100			32						
	2011-2012	0	0				33						
Economically Disadvantaged	2010-2011	35	32	91	38	38	31	6	31	31	31		
	2011-2012	41	40	98	33	33	30	<1	33	43	25		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	32	30	94	20	20	15	10	10	23	57		
	2011-2012	30	27	90	15	14	15	<1	15	26	59		
Limited English Proficient	2010-2011	3	3	100			17						
	2011-2012	1	1	100			15						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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School: Gorham High School
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Group	Science Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	204	196	96	50	50	44	9	41	30	20	190	6
	2011-2012	209	205	98	53	52	44	5	47	25	22	202	3
Female	2010-2011	96	92	96	43	43	40	7	37	33	24		
	2011-2012	100	100	100	49	49	40	3	46	29	22		
Male	2010-2011	108	104	96	56	56	48	11	45	28	16		
	2011-2012	109	105	96	56	56	49	8	49	21	23		
Caucasian/White	2010-2011	198	190	96	51	51	45	9	42	29	20		
	2011-2012	198	194	98	52	52	45	6	46	25	23		
African American/Black	2010-2011	2	2	100			19						
	2011-2012	4	4	100			20						
Hispanic	2010-2011	0	0				37						
	2011-2012	1	1	100			32						
Asian or Pacific Islander	2010-2011	3	3	100			49						
	2011-2012	4	4	100			45						
American Indian or Native Alaskan	2010-2011	1	1	100			26						
	2011-2012	0	0				34						
Economically Disadvantaged	2010-2011	35	30	86	23	23	29	<1	23	23	53		
	2011-2012	41	39	95	41	41	30	3	38	26	33		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	32	28	88	14	14	14	4	11	25	61		
	2011-2012	30	27	90	19	18	16	<1	19	22	59		
Limited English Proficient	2010-2011	3	3	100			10						
	2011-2012	1	1	100			10						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 78%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Graduation Rate Target: 83%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	99	99	96	60	60	48	98	98	96	60	59	48	88	88	84
Caucasian/White	98	98	96	61	61	49	98	98	96	61	60	49	89	89	84
African American/Black	*	*	94	*	*	26	*	*	93	*	*	21	50	50	77
Hispanic	*	*	95	*	*	37	*	*	96	*	*	34	100	100	87
Asian or Pacific Islander	*	*	94	*	*	50	*	*	94	*	*	58	0	0	91
American Indian or Native Alaskan	*	*	94	*	*	35	*	*	94	*	*	32	0	0	82
Economically Disadvantaged	98	98	94	39	39	33	98	98	94	37	37	31	77	77	73
Students with Disabilities	*	*	90	15	14	17	*	*	90	19	18	15	67	67	78
Limited English Proficient	*	*	92	*	*	11	*	*	93	*	*	15	50	50	78

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

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Maine Teacher Quality Data

Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Number of Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	6	12	24	0	21	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2012	2

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	2.81

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.